

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Maryland Elementary School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Washington Elementary District
6503 N. 21st Avenue, Phoenix, AZ 85015-1555

Principal: Mrs. Adele C. Russell
Schedule: 7:15 AM to 3:15 PM
Web Address: Unpublished or Unavailable
E-mail: arussel@ma.wesd.k12.az.us

Grades: Pre-K-6
2002 Enrollment: 615
Phone: (602) 347-2300
Fax: (602) 347-2320

∨ School Overview ∨

Mission

The mission of Maryland Elementary School is to develop lifelong learners who become productive and responsible members of society. We believe that social, emotional, physical and intellectual abilities are developed while individual strengths are nurtured to achieve success. We believe that an effective school operates with the support, cooperation, encouragement and involvement of all stakeholders: staff, students, parents and community.

Organization and Philosophy

- w Positive Child-centered Environment
- w Differentiated Instruction
- w Consistent Monitoring of Progress
- w Strong Sense of Community Involvement

Instructional Programs

- w Comprehensive Curriculum
- w Drug/Alcohol/Tobacco Program
- w Programs for English Language Learners
- w Gifted Program
- w Technology Teaching/Learning Station
- w On-site Special Education Programs
- w Early Education and Kindergarten
- w Special Education Preschool

School/Academic Goals

- w To initiate the implementation of the renewed Science curriculum by demonstrating an understanding of the meaning of the objectives and tasks and selecting materials that focus on an inquiry-based process.
- w To continue the implementation of district and state assessments by accurately administering them, interpreting and evaluating their results to plan/modify instruction, and developing and utilizing efficient record-keeping strategies.
- w To continue the implementation of appropriate instruction for English Language Learners by utilizing assessment results to plan and make instructional decisions and by using the strategies of co-teaching and peer modeling to provide instruction.
- w To continue the implementation of the schoolwide discipline plan, the Responsible Thinking Process, to ensure safety of others using disciplinary consequences.

Enrollment

October 1, 2001 School Year Student Enrollment:	658
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	19

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- w To Facilitate School Improvement
- w To Address Short-term Needs
- w To Increase Site Council Communication
- w To Facilitate School Budget Development
- w To Engage in Team Growth
- w To Facilitate Staff Selection

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	16.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	1	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	2	0	0
10 or more years	7	14	0	0

∨ **Shared Responsibilities** ∨

School

Maryland School is committed to providing environments in which all children can learn and where decisions are made in the best interests of children. We will uniquely exhibit the following qualities: A positive, productive, safe environment; Supportive, consistent leadership; Focused, effective instructional practices; Consistent, systematic monitoring of student progress; A parent and community service orientation; and opportunities for professional and personal development.

Parents

It is the responsibility of parents to be sure that children arrive to school on time and are prepared to learn; to make arrangements for the children to leave campus at the end of the day; to be a positive role model for the children; to discuss with their children the events of the day, as well as the rules and procedures for the school; to monitor daily classwork and provide a quiet place for the children to study. We expect parents to communicate with teachers and attend school functions.

∨ **Transportation Policy** ∨

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform with all policies and regulations relating to conduct on school buses.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/19/02
Average Daily Instruction Time:	5 hrs. 45 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/15/03	3/26/03	5/30/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Art/Music/PE Facilities	W Computer/Technology Lab
W Library/Media Center	W Multipurpose Facility

Extracurricular Activities

W 21st Century Grant Afterschool Classes	W Parks and Recreation Afterschool Program
W Girls/Boys Basketball	W Drug Awareness Resistance Education DARE
W Homework Club	W Student Council
W Schoolwide Title I Program	W Business/Education Partnerships

School/Community Resources

W Year-round Breakfast/Lunch Programs	W Parent/Teacher Organization
W Artist-in-Residence Programs	W Social Worker/Health Services
W Business/Education Partnerships	W Clothing/Food Banks
W Head Start/Preschool Programs	W Parks and Recreation Program

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>w Implemented the seven strands of the Language Arts Curriculum: Reading, writing, spelling, handwriting, speaking, listening, and critical viewing.</p> | <p>w Implemented activities designed to teach the appropriate administration of the new reading assessment.</p> |
| <p>w Implemented instructional strategies appropriate for teaching English Language Learners.</p> | <p>w Implemented the schoolwide discipline plan, The Responsible Thinking Process, to ensure safety of others using disciplinary consequences.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	19.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	3.4 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	15.8 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.6 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.4 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Arizona Commission on the Arts Grant	2002
Phoenix Arts Commission Grant	2002
Reading Is Fundamental Grant	2002
21st Century Grant	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 3	Reading	75	507	12%	27%	48%	13%
	School State	58840	524	9%	17%	45%	29%
Writing	School	72	520	17%	21%	54%	8%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	75	498	19%	35%	33%	13%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	71	490	35%	37%	27%	1%
	State	61305	505	21%	20%	43%	15%
Writing	School	71	478	27%	44%	28%	1%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	70	466	23%	54%	10%	13%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
1	Reading	--	--	--	--	--	--	--	--	--	75	45	60	--	--	--
2	Reading	--	--	--	100	28	50	100	26	52	66	33	53	68	37	57
	Language	--	--	--	100	19	40	100	20	43	81	21	44	73	37	48
	Mathematics	--	--	--	100	22	51	100	23	55	78	30	57	73	48	61
3	Reading	86	36	47	100	32	47	97	24	48	96	29	50	78	38	50
	Language	84	34	49	100	30	51	100	30	54	94	28	56	80	46	57
	Mathematics	82	32	46	100	20	49	100	24	52	93	24	54	79	40	56
4	Reading	87	43	53	100	47	54	83	39	54	83	35	55	90	33	55
	Language	87	37	47	100	38	49	85	35	48	85	34	50	93	32	50
	Mathematics	90	39	51	100	43	54	90	44	55	87	31	57	93	28	58
5	Reading	77	56	51	100	42	51	82	39	51	87	35	51	66	28	53
	Language	77	52	42	100	32	44	82	36	45	85	37	45	67	29	47
	Mathematics	80	59	51	100	35	54	84	39	55	87	49	57	67	50	59
6	Reading	82	50	53	100	46	54	72	47	53	87	42	54	82	44	56
	Language	83	45	41	100	37	44	76	36	44	87	32	45	82	29	47
	Mathematics	86	47	57	100	49	59	73	39	60	90	49	63	82	50	65

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	66	69
Grades 3-4	72	75
Grades 4-5	58	93
Grades 5-6	86	66
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Maryland School has crisis management guidelines and a safety plan designed to inform staff and students of what to do in the event of a crisis or an emergency. The plans are based on the District's Crisis Manual which contains vital information necessary to assist in any emergency situation. Also, we have a Crisis Response Team that is trained annually and can be mobilized in the event of an emergency to assist in providing information and assistance to students, staff, families and community.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

3

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,829	\$1,876,495
Classroom Supplies	\$30	\$19,692
Administration	\$374	\$248,359
Support Services-Students	\$139	\$92,163
Other Support Services and Operations	\$547	\$363,099
Total Expenditures- All Categories 2000-2001	\$3,919	\$2,599,808

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Alfredo Navarro	(602) 347-2300	
Transportation Policy	Bob Allen	(602) 896-5270	
Community Resources	Nedda Shafir	(602) 347-2669	
School Nutrition Programs	Dave Caldwell	(602) 896-6803	
Parent Organization	Stacey Page	(602) 347-2300	
Student Health/Nurse	Marcy Krause	(602) 347-2310	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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